

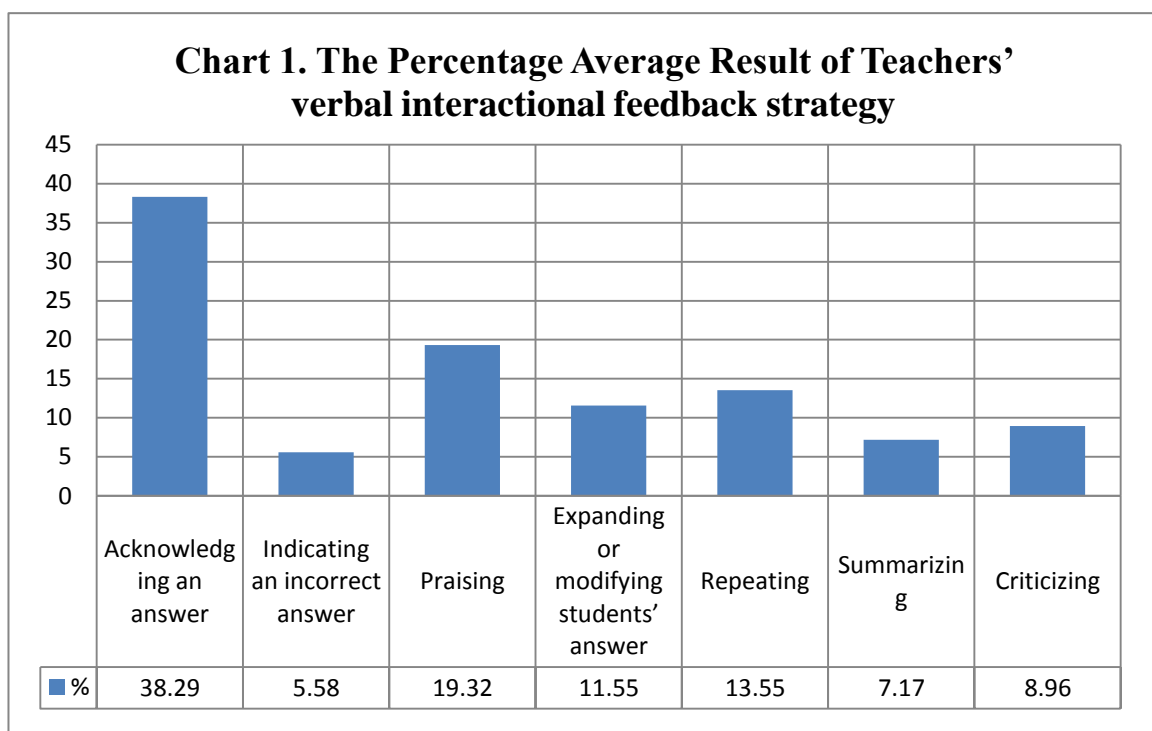
CHAPTER IV

RESULTS AND DISCUSSION

This chapter will describe teachers' verbal interactional feedback strategy in teaching English at SMAN 5 Kota Bengkulu in 2013/2014 academic year. The data were taken from observation checklists that were done from April 21nd 2014 until May 17th 2014. The researcher did the observation nine times. They were conducted directly observation from three English teachers. Each of them was observed three times. The result from the observation shows the teachers applied all strategy in giving interactional verbal feedback, with the most dominant strategy was acknowledging an answer. The data and the result will be presented in following section.

4.1 Result

There were seven strategies in giving verbal interactional feedback that researcher observed namely Acknowledging an answer, Indicating an incorrect answer, Praising, Expanding or modifying students' answer, Repeating, Summarizing, Criticizing. The result of in this research shows that the dominant strategy used by English teachers in giving verbal interactional feedback was acknowledging an answer. The results of this research in general were shown on the diagram below:



It can be seen from chart 1, the teachers applied all strategies in providing verbal interactional feedback with different proportion. Acknowledging an answer was the most dominant strategy used with 38.29%. The second was praising with 19.32%. The third strategy was repeating students answer with 13.55%. The fourth strategy was expanding or modifying students' answer with 11.55%. The fifth strategy used by teachers was criticizing students answer with 8.96%. The sixth strategy was summarizing students answer with 7.17%. And the last dominant strategy was indicating an incorrect answer with 5.58%.

From the result above shows acknowledging an answer was the most dominant strategy used by English teachers. The use of acknowledging an answer can be found in the following dialogue:

T : Did you remember our lesson last meeting about passive voice?

Ss : Yes, mam

T : Could you make a sentence about passive voice?

S : The motorcycle bought by andi.

T : Yes, that's right.

According the dialogue above, the teacher asked the students to recall the previous lesson last meeting with a question about passive voice, and then a student answered the teachers' question correctly. The answer was correct and the teacher gave a feedback "that's right". In this situation the teacher actually knew the answer but it was only for testing students' knowledge about passive voice. If students' answer was correct the teacher should acknowledge students' answer. The acknowledge answer was used by the teachers to create a positive affective climate in the classroom.

Second dominant strategy was praising. Praising was one of strategies used by teachers to give a feedback. For example:

T : your friend said cucumber useful for our health. Rani, could you mention the benefit of cucumber for our health?

R : Cucumber can make our body fresh, skin, and can decrease blood pressure sir.

T : Yes, very good Rani.

Based on the statement above, the teacher asked the students about the benefit of cucumber for health. The teacher pointed a student to answer the question. Then, the student answered the question correctly. Therefore, the teacher

gave praise to student “very good”. The teacher gave praise only for the students who had effort and good performance in the learning process. However, when the students’ answer was incorrect the teacher criticized students’ answer and said “That’s not quite right”

The third strategy was repeating students’ answer. In teaching and learning process, the researcher found that the teachers used repeating to respond students’ answer. This strategy used by the teachers in order to share the answer with other students as can be found from following dialogue.

T :Kalau ada temankita yang baru saja memenagkan kompetisi biasanya apa yang kita ucapkan kepada teman kita?

S :Ucapan selamat bu.

T :Ya, ucapan selamat atau congratulation.

Based on the statement above, the teacher responded student’s answer with repeating student’s answer. Repeating students’ answer used to make sure what they had said. It indicated that students’ answer was correct or incorrect. As can be seen in the following dialogue:

T :Dalam memberikan ucapan selamat, ucapan selamat apa yang kalian ucapkan?

S :congratulation on your birthday bu

T :Congratulation on your birthday?hmmm Any ideas?

Ss : Happy birthday bu,

T: Ya, Happy birthday

The fourth strategy was expanding or modifying students' answer. In this strategy the teachers tried to respond students' incomplete answer by providing more information or paraphrasing the answer with teacher's own word as can be found from following dialogue.

T : Does anyone know the capital of the united states?

S : Washington

T : Yes, Washington, D.C. that is located on the east coast.

Based on the statement above, the teacher completed student's answer in detail because student's answer was vague. As can be seen when the students' answer was incorrect, the teacher gave more information about capital of United States. In expanding or modifying students' answer, the students knew more information in their contribution.

The fifth frequent strategy was criticizing students answer. In this strategy the teacher gave feedback to criticize students when the answer was incorrect as can be seen in the following statement.

T : Make a conditional sentence type 2!

S : If I have a car, I will take selfi home.

T : Are you sure it's type 2? Remember, kalau type 2 itu harus past tenses atau lampau pada verb-nya.

Based on the statement above, the teacher was not sure about student's answer. Therefore, the teacher asked him to check his answer in the paragraph. The critiques supposed to make sure the student's answer was correct.

The sixth frequent strategy was summarizing students' answer. This strategy was used by the teachers to make students' answer shortest and help the students in delivering the idea when their had contribution as can be found from following dialogue.

T : Do you know the function of compliment and congratulation?

S : Yes, mam. Complimenting we use to compliment someone and congratulating we use to congratulate someone in such situation.

T : Ya, congratulation we use in some social occasions people celebrate special events such as birthday party, and complimenting we use to compliment someone, for example "what a beautiful dress do you have".

Based on statement above, summarizing was used by the teacher to make student's answer more clear and easy to understand. As the student's answer, teacher question it was not quite clear. Therefore, the teacher summarized and gave complete answer with teacher's own words.

The last strategy was indicating an incorrect answer with the least dominant percentages used by the teacher in providing feedback. This strategy used by the teacher to indicate student's answer was incorrect. Therefore, the teacher gave some respond as can be seen in the following statement.

T : Did you remember about conditional sentence?

S : Yes, sir.

T :Ada berapa tipe kalau kalian masih ingat?

S : Three type, sir.

T :Oke, I have one sentence “if I have a lot of money, I will but a new car”. Which type this sentence is?

Ss : Type 2 sir.

T : “mmm” no.

4.2 Discussion

Verbal interactional feedback was useful for the teachers in teaching process because interactional feedback made the classroom more interactive. Feedback that was given by the teacher also useful to the students in learning process, the students knew their mistake and let them knew how well their performance. Based on the theory of Richard and Lockhart (1996) there are seven strategies in providing verbal interactional feedback, they are acknowledging an answer, indicating an incorrect answer, praising, expanding or modifying students' answer, repeating, summarizing, and criticizing.

This study tried to describe verbal interactional feedback strategy used by English teachers' of SMAN 5 Kota Bengkulu based on the theory of Richard and Lockhart (1996). Based on study, the English teachers in the SMAN 5 Kota Bengkulu applied all strategy in providing interactional feedback. As can be seen

in the chart 1, there are seven strategies that was used by the teacher in providing interactional feedback with different proportion. The higher proportion strategy used by English teachers was acknowledging students' answer and the least proportion strategy used was indicating an incorrect answer.

Acknowledge students' answer was the higher proportion strategy that used by the teacher because acknowledge students' answer used by the teacher to accept students' answer. The purpose of this strategy was to admit students' answers correct therefore the teacher saying that words. Based on researcher experience in teaching practice, the students felt happy and more confident when they got a feedback from their teacher.

Furthermore, the finding supported the theory of Oberli (2003) acknowledge students' answer can help teachers to create positive affective climate in the classroom, in the other hand student's feel encouraged when participating in the classroom. Oberli (2003) finding shows that the teachers are dominant in using expanding or modifying students' answer. This finding showed that the teacher tried to make the discussion between teacher and students work. Then, the teacher tried to participate in discussion.

Basically, the acknowledging an answer was to admit or accept students' answer. The students felt happy because their answer was correct and accepted by the teachers. It was different with expanding or modifying students' answer because the teacher tried to stimulated students to talk more and also tried to participate in discussion. Naturally, the teachers gave feedback when the students'

answer was correct. The teachers said some words such as “Good”, “Yes”, “That’s right”, “Ok”, “Nice”, “Excellent”, or “Fine”. In that moment, the teachers had given feedback to the students because the students did their work well. The respond was given by the teachers to make the students became aware of their correct answer. When the answer was incorrect, the teacher used other strategy in providing interactional feedback such as indicating an incorrect answer, and criticizing.

During the observation period, the observer and co-observer found the students who received feedback from the teachers felt comfortable, happy, interest in learning, active, and enthusiasm learning. The result of this research was similar to Hadinata (2009) found where positive oral feedback such as praise, support, advice, and direction to the students can make students’ feel happy, interests in learning, more motivated, and active in the classroom. As Miller in Konold (2002) says teacher verbal feedback is one of the important roles in teaching because feedback is crucial aspect of every school and plays a crucial role in teaching and learning process. The primary purposes in providing feedback were to reinforcement students’ behavior and let the students know how they were doing and extant learning opportunities. On the other hand, the teacher should consider what function verbal feedback is appropriate for each student. Therefore, it can impact positively or negatively. When the students made mistakes, it became negative feedback because the teachers provided them feedback. Teachers should consider how to provide feedback. In correcting students’ mistake, the teacher should pay attention with voice intonation.

The teachers in SMA N 5 Kota Bengkulu applied all strategy in providing interactional feedback. The second higher proportion feedback used by the teachers was praising. Students who answered the question from the teacher should be given praising in order to motivate them. According to Mulyadi and Puspita (2009) praising as one of the activities that provide reinforcement in the teaching process especially to make the students involved actively.

Based on the observation, the reasons the teachers used praising in providing feedback because it made students enthusiastic, more motivate in learning. Furthermore, the finding supported the theory of Winne and Butler (1994) the effective praise helps to develop positive relationship between teacher and students. On the other hand, the use of positive reinforcement had effective, high-impact in improving students' behaviors. Reinforcement made students feel safety, comfortable, and welcome. As Diedrich in Conroy (2009) says creating a positive and engaging classroom atmosphere is one of the most powerful tools that are used by the teacher to encourage children's learning.

The third strategy was repeating students' answer used by the teachers in providing feedback. It made students feel good because it confirmed their answers were correct. Teachers repeated students' answer to share the answer to each student in the classroom therefore they heard the clear information. Besides, repeating students' answer could be the way to stimulate other students participating in discussion to identify the answer was correct or not, therefore the teachers repeated student's answer in order to make other students hear.

The fourth strategy was expanding or modifying students' answer. In this strategy the teachers tried to respond students' unclear answer by providing more information or paraphrasing the answer with teacher's own word as can be found from following dialogue.

T : Does anyone know the capital of the united states?

S : Washington

T : Yes, Washington, D.C. that is located on the east coast.

In this strategy the teachers tried to give a feedback and involved in discussion. The teachers found unclear information from the students. They gave the information completely to the students. The purpose of this strategy was to give the students more information about their contribution.

The fifth strategy used by teachers was criticism. Criticism was difficult to accept for some people. In this strategy the teacher did not criticize students' appearance but students' contribution to stimulate them find the correct answer. In this strategy, the teacher criticized students' answer and gave some more clues or tried to make a clarification about students' answer. In this case, the students needed criticism toward their contribution because it gave them more information and evaluation, for example:

T : Make a conditional sentence type 2!

S : If I have a car, I will take selfi home.

T : Are you sure it's type 2? Remember, kalau type 2 itu harus past tenses atau lampau pada verb-nya.

From the conversation above, the teacher tried to criticize students' answer by giving direction or clue without rejecting the answer. By giving the direction or clues from the teacher, the students corrected the answer and found the correct one. The students became enthusiasm in participating because they were not afraid being wrong.

The sixth strategy was summarizing students answer. Summarize used by the teachers to made students answer clear and to make students' answer shortest. In addition Richards (2002) states the purpose of summarize to help other students understand with short explanation. The teacher used students' answer and modifying with teacher own words.

Based on the result, the researcher found indicating an incorrect answer was the least proportion strategy used by English teachers in providing interactional feedback. The teacher used this strategy to indicate students' answer was incorrect by saying some words such as "No", "That's not quite right", or "mmm". It was the least dominant strategy that was used by the teacher in providing interactional feedback. Most students' answers were correct when the teacher asked them. Besides, the teachers tended to criticize students' answer if they found the students' incorrect answer. The teachers criticized students' answer to make sure students' answer was correct and find the correct answer. Besides, the teachers also gave them directions or clues to make them found the correct answer.

Based on the result of observation, the researcher found the teachers sometime respond students' answer in Bahasa Indonesia. As English teacher, the teachers should stimulate the students in speaking English because it is an opportunity for them to communicate with English. The teachers used English in giving feedback to make them familiar with different ways in giving feedback. They can hear the teachers giving feedback in English. Besides, they know kind of feedback in English.

CHAPTER V

CONCLUTION AND SUGGESTION

5.1 Conclusion

Based on the discussion in chapter IV, it can be concluded that the teachers applied all strategies in giving verbal interactional feedback in teaching process with different proportion for each strategy. Even though the teachers used all strategies in providing feedback the result shows the proportion for each strategy was not balanced. The researcher can draw the higher proportion was acknowledging an answer, the second was praising, the third strategy was repeating students answer, the fourth strategy was expanding or modifying students' answer, the fifth strategy used by teachers was criticizing students answer, the sixth strategy was summarizing students answer, and the last strategy was indicating an incorrect answer with the least proportion.

5.2 Suggestions

Based on the research result, the researcher suggests the followings:

1. English teachers and English department students should be balanced using the strategies in providing interactional feedback.
2. For English teachers in SMAN 5 Kota Bengkulu In providing feedback the teachers should use English in responding students' answer.
3. For the further research, it is better to find out the impact of feedback toward students behavior in learning in the other schools and to find out the good proportion for each strategy in providing interactional feedback.

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APPENDIXES

Appendix 1

The Result of Teachers' Activity in providing interactional feedback

The Result of Teachers' Activity in Explaining the Material by Observer

No	Observation Items	F	P(%)
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".	90	33.8
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".	10	3.73
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".	50	18.66
4	Expanding or modifying students' answer	37	13.81
5	Repeating	34	12.69
6	Summarizing	20	7.46
7	Criticizing	27	10.07
	Total	268	100

The Result of Teachers' Activity in Explaining the Material by Co-Observer

No	Observation Items	F	P(%)
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".	116	42.96
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".	18	6.67
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".	47	17.41
4	Expanding or modifying students' answer	21	7.78
5	Repeating	34	12.59
6	Summarizing	16	5.93
7	Criticizing	18	6.67
	Total	270	100

The Overall Result of Teachers' Activity in Explaining the Material

No	Observation Items	F1	F2	T	P(%)
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".	90	116	206	38.29
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".	10	18	28	5.20
3	Praising by saying some words such as, "yes, an excellent answer", 'well done', "good job", 'nice try, "pretty good", "very good".	50	47	97	18.03
4	Expanding or modifying students' answer	37	21	58	10.78
5	Repeating	34	34	68	12.64
6	Summarizing	20	16	36	6.69
7	Criticizing	27	18	45	8.36
	Total	268	270	538	100

Where:

F1 : The Frequency of Teachers' in providing interactional feedback by Observer

F2 : The Result of Teachers' in providing interactional feedback by Co-Observers

TA : Total Result of Teachers' in providing interactional feedback

P (%) : Percentage Average of Teachers' in providing interactional feedback

Appendix 2

The Correlation Coefficient of Observer and Co-Observe

No	Item	X	Y	X ²	Y ²	XY
1	Acknowledging an answer by saying some words such as, “Good”, “Yes”, “That’s right”, “Ok”, “Nice”, “Excellent”, or “Fine”.	90	116	8100	13456	10440
2	Indicating an incorrect answer by saying some words such as, “No”, “That’s not quite right”, or “mmm”.	10	18	100	324	180
3	Praising by saying some words such as, “yes, an excellent answer”, ‘well done”, “good job”, ‘nice try, “pretty good”, “very good”.	50	47	2500	2209	2350
4	Expanding or modifying students’ answer	37	21	1369	441	777
5	Repeating	34	34	1156	1156	1156
6	Summarizing	20	16	400	256	320
7	Criticizing	27	18	729	324	486
	Sum (Σ)	268	270	14354	18166	15709

$$r_{xy} = \frac{\sum XY - \sum X \sum Y / N}{\sqrt{\sum Y^2 - (\sum Y)^2 / N} \sqrt{\sum X^2 - (\sum X)^2 / N}}$$

$$\sum X = 268$$

$$\sum Y = 270$$

$$\sum X^2 = 14354$$

$$\sum Y^2 = 18166$$

$$\sum XY = 15709$$

$$N = 7$$

$$(\sum X)^2 = (268)^2 = 71824$$

$$(\sum Y)^2 = (270)^2 = 72900$$

$$r_{xy} = \frac{15709 - (268 \times 270) / 7}{\sqrt{(14354 - 71824) / 7} \sqrt{(18166 - 72900) / 7}}$$

$$= \frac{15709 - 10337.14}{\sqrt{14354 - 10260.57} \sqrt{18166 - 10414.29}}$$

$$= \frac{5371.86}{\sqrt{4093.43} \sqrt{7701.71}}$$

$$= \frac{5371.86}{63.98 \times 87.76}$$

$$= \frac{5371.86}{5614.88}$$

$$= 0.95671858$$

$$= 0.96$$

APPENDIX 3

TRANSCRIPT OF TEACHERS' IN PROVIDING INTERACTIONAL FEEDBACK

Teacher : Do you know this picture? (Giving a picture: Ronaldo)

Students : Ronaldo, Yes Mam, Ronaldo, Yes, Ronaldo Mam

Teacher : You're right. He is Ronaldo. What do you know about him?

Students : Pemain sepak bola, Mam. Pemain football, Mam. Football player, Mam.

Teacher : So, he is short and thin. How about his eyes and his nose?

Students : Eyes round Mam, nose nya mancung Mam, pointed nose Mam.

Teacher : Very good, he has round eyes and pointed nose. So, what have we done with the picture?

Students : Mendeskripsi gambar Mam. Mendeskripsi seseorang Mam. Describing someone Mam.

Teacher : (Call the name of a student) Good, describing someone.

Teacher : Yes, one of them is using simple present tense, give me the examples!

Students : I Mam. Saya Mam

Teacher : (pointed two students)

Student 1 : She is beautiful.

Teacher : Very good.

Teacher : What do you think about this sentence “Ali goes to school every morning”?

Students : Ali pergi kesekolah setiap hari Mam.

Teacher : Yes, what is the sentence?

Students : O... Simple present Mam.

Teacher : Very good. It is simple present tense sentence.

Teacher : So you don't forget your parents. Cintai mereka, rawat mereka dengan baik.

Students : Yes Mam

Teacher : Now, what will we learn?

Students : Cerita Mam. Legenda Mam

Teacher : Yes, biasanya disebut teks apa?

Students : Narrative Mam.

Teacher : Yes, good.

Student : I stayed at home Mam.

Teacher : Yes, one more?

Student : I watched television.

Teacher : Very good.

Jadi apa yang sudah kita bahas?

Students : Kalimat past tense Mam.

Teacher : All right.

Teacher : Yes, it is the fried noodle. What do you need to cook it?

Students : Pan, spoon, water, noodle.

Teacher : E... right, how do you cook it? Raise your hand!

Students : (some students raise their hand) I Mam, I Mam, I Mam.

Teacher : (point one student) well tell us how you cook it!

A student : Put water in pan.

Boil the water.

Put noodle in pan.

Lift noodle.

Put noodle in a bowl.

Put the ingredients.

Diaduk.

Fried noodle ready.

Teacher : Very good, the others?

Teacher : Yes, the materials. Who can give the examples of procedure text?

Students : Make a glass of cappuccino

Make fried noodle

Bikin nasi goreng

Teacher : Very good.

Teacher : What did we learn last week?

Students : Greeting cards Mam

Teacher : All right, greeting cards or? Disebut apa selain greeting cards?

Students : Congratulation cards Mam

Teacher : Very good. For what we give greeting cards or congratulation cards?

Students : Untuk memberika ucapan selamat kepada seseorang atas kabahagiaaan atau Keberhasilannya Mam.

Teacher : Right, now tell me the words that used in greeting cards!

T : Did you remember our lesson last meeting about passive voice?

Ss : Yes, mam

T : Could you make a sentence about passive voice?

S : The motorcycle bought by andi.

T : Yes, that's right.

T : your friend said cucumber useful for our health. Rani, could you mention the benefit of cucumber for our health?

R : Cucumber can make our body fresh, skin, and can decrease blood pressure sir.

T : Yes, very good Rani.

T : Kalau ada temankita yang baru saja memenagkan kompetisi biasanya apa yang kita ucapkan kepada teman kita?

S :Ucapan selamat bu.

T :Ya, ucapan selamat atau congratulation.

T :Dalam memberikan ucapan selamat, ucapan selamat apa yang kalian ucapkan?

S :congratulation on your birthday bu

T :Congratulation on your birthday?hmmm Any ideas?

Ss : Happy birthday bu,

T: Ya, Happy birthday

T :Does anyone know the capital of the united states?

S : Washington

T : Yes, Washington, D.C. that is located on the east coast.

T : Make a conditional sentence type 2!

S : If I have a car, I will take selfi home.

T : Are you sure it's type 2? Remember, kalau type 2 itu harus past tenses atau lampau pada verb-nya.

T : Do you know the function of compliment and congratulation?

S : Yes, mam. Complimenting we use to compliment someone and congratulating we use to congratulate someone in such situation.

T :Ya, congratulation we use in some social occasions people celebrate special events such as birthday party, and complimenting we use to compliment someone, for example “what a beautiful dress do you have”.

T : Did you remember about conditional sentence?

S : Yes, sir.

T : Ada berapa tipe kalau kalian masih ingat?

S : Three type, sir.

T : Oke, I have one sentence “if I have a lot of money, I will but a new car”.
Which type this sentence is?

Ss : Type 2 sir.

T : “mmm” no.

Student : The writer lives in a small house.

Teacher : That’s good, student 2. Nah, lain kali kalau jawab pertanyaan,
lebih bagus dengan kalimat yang lengkap, jangan jawabannya aja.

Student : O iyo, mem. The writer usually plays online games, chat with
friends via Facebook and so on.

Teacher : Very good, student 9. Lanjut nomor terakhir. Student 10, jangan
melamun.

Student : Iya, mem. Sule was born on 15 November 1976 in Bandung,
West Java.

Teacher : Very good, student

APPENDIXES 4

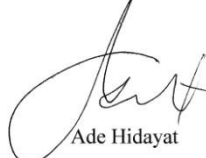
OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 3
 Class : XI IPS 1
 Date and Time Observation : 08-05-2014
 Meeting : 3

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		14
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		2
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		3
4	Expanding or modifying students' answer		5
5	Repeating		1
6	Summarizing		1
7	Criticizing		1

Adapted from Richards and Lockhart's (1996)

Co-observer


 Ade Hidayat

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 3
Class : XI IPA4
Date and Time Observation : 7 May 2024
Meeting : 2

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		19
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		2
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		0
4	Expanding or modifying students' answer		3
5	Repeating		1
6	Summarizing		2
7	Criticizing		0

Adapted from Richards and Lockhart's (1996)

Co-observer


Ade Hidayat

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 3
 Class : X MIPA 3
 Date and Time Observation : 06-05-2014
 Meeting : 1

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		10
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		0
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		12
4	Expanding or modifying students' answer		4
5	Repeating		7
6	Summarizing		3
7	Criticizing		2

Adapted from Richards and Lockhart's (1996)

Co-observer


 Ade Hidayat

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher B
 Class : X SAS.
 Date and Time Observation : 10 Mei
 Meeting : 3

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		15
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		6
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		1
4	Expanding or modifying students' answer		3
5	Repeating		3
6	Summarizing		3
7	Criticizing		3

Adapted from Richards and Lockhart's (1996)

Co-observer


 Ade Hidayat

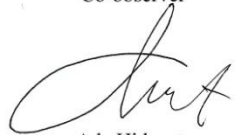
OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 2
 Class : X up to 5
 Date and Time Observation : 08-05-2014
 Meeting : 2.

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		3
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		0
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		7
4	Expanding or modifying students' answer		3
5	Repeating		4
6	Summarizing		2
7	Criticizing		3

Adapted from Richards and Lockhart's (1996)

Co-observer


 Ade Hidayat


OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 2
Class : X₉₅
Date and Time Observation : 03-05-2014
Meeting : 1

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		8
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		0
3	Praising by saying some words such as, "yes, an excellent answer", 'well done', "good job", 'nice try, "pretty good", "very good".		17
4	Expanding or modifying students' answer		1
5	Repeating		10
6	Summarizing		1
7	Criticizing		0

Adapted from Richards and Lockhart's (1996)

Observer


Ami Pradana

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 1
 Class : XI IPA 2
 Date and Time Observation : 07 - MAY - 2014
 Meeting : 3.

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		4
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		3
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		5
4	Expanding or modifying students' answer		4
5	Repeating		2
6	Summarizing		2
7	Criticizing		4

Adapted from Richards and Lockhart's (1996)

Co-observer


 Ade Hidayat

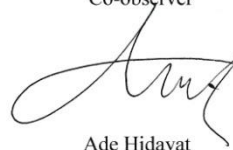
OBSERVATION (TALLY SHEET)

Name of teacher : Teacher I
Class : IPA 2
Date and Time Observation : 3 - 5 - 2014
Meeting : 2

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".	 	17
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		3
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		2
4	Expanding or modifying students' answer		4
5	Repeating		3
6	Summarizing		1
7	Criticizing		2

Adapted from Richards and Lockhart's (1996)

Co-observer



Ade Hidayat

OBSERVATION (TALLY SHEET)

Name of teacher : Erisma
 Class : IPA 2
 Date and Time Observation : 30 April 2014
 Meeting : 1

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		5
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		2
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		5
4	Expanding or modifying students' answer		1
5	Repeating		3
6	Summarizing		1
7	Criticizing		1

Adapted from Richards and Lockhart's (1996)

Co-observer


 Ade Hidayat

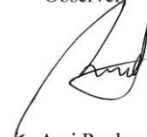
OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 3
 Class : XI IPS
 Date and Time Observation : 08-05-2014
 Meeting : 3

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		10
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		2
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good". <i>It's very interesting</i>		6
4	Expanding or modifying students' answer		5
5	Repeating		0
6	Summarizing		3
7	Criticizing		3

Adapted from Richards and Lockhart's (1996)

Observer



Ami Pradana

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 3
 Class : XI 1984
 Date and Time Observation : 07-05-2014
 Meeting : 2

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine". <i>Alright that's it,</i>		13
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		0
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		7
4	Expanding or modifying students' answer		4
5	Repeating		0
6	Summarizing		2
7	Criticizing		1

Adapted from Richards and Lockhart's (1996)

Observer



Ami Pradana

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 3
Class : X WIPU 3
Date and Time Observation : 06-05-2014
Meeting : 1

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine"., All right		9
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		0
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		12
4	Expanding or modifying students' answer		9
5	Repeating		5
6	Summarizing		3
7	Criticizing		3

Adapted from Richards and Lockhart's (1996)

Observer




Ami Pradana

Name of teacher : Teacher 2
 Class : X 505
 Date and Time Observation : 10 - 05 - 2014
 Meeting : 3.

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		13
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		3
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		1
4	Expanding or modifying students' answer		6
5	Repeating		7
6	Summarizing		4
7	Criticizing		5

Adapted from Richards and Lockhart's (1996)

Observer



Ami Pradana

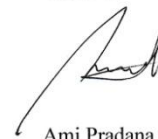
OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 2
 Class : X mpa 5
 Date and Time Observation : 08-05-2014
 Meeting : 2

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		3
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		0
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		7
4	Expanding or modifying students' answer		4
5	Repeating		7
6	Summarizing		2
7	Criticizing		3

Adapted from Richards and Lockhart's (1996)

Observer


 Ami Pradana

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 2
 Class : X 505
 Date and Time Observation : 03-05-2014
 Meeting : |

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		0
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		0
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		9
4	Expanding or modifying students' answer		2
5	Repeating		7
6	Summarizing		0
7	Criticizing		0

Adapted from Richards and Lockhart's (1996)

Observer



Ami Pradana

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 1
Class : XI IPA2
Date and Time Observation : 07-05-2019
Meeting : 3

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		6
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		1
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		0
4	Expanding or modifying students' answer		3
5	Repeating		3
6	Summarizing		3
7	Criticizing		8

Adapted from Richards and Lockhart's (1996)

Observer



Ami Pradana

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 1
 Class : XI PA2
 Date and Time Observation : 3-5-2014.
 Meeting : 2

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		12
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		2
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".		2
4	Expanding or modifying students' answer		2
5	Repeating		2
6	Summarizing		2
7	Criticizing		4

Adapted from Richards and Lockhart's (1996)

Co-observer



Ade Hidayat

OBSERVATION (TALLY SHEET)

Name of teacher : Teacher 1
Class : XI PA 2
Date and Time Observation : 30-4-2014
Meeting : 1

No	Items	Tally	Total
1	Acknowledging an answer by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine".		6
2	Indicating an incorrect answer by saying some words such as, "No", "That's not quite right", or "mmm".		2
3	Praising by saying some words such as, "yes, an excellent answer", "well done", "good job", "nice try", "pretty good", "very good".	1	6
4	Expanding or modifying students' answer		2
5	Repeating		3
6	Summarizing	I	1
7	Criticizing		0

Adapted from Richards and Lockhart's (1996)

Observer



Ami Pradana

APPENDIXES 5



PEMERINTAH KOTA BENGKULU DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Mahoni Nomor 57 Bengkulu 38227
Telp. (0736) 21429, 21725 Fax. (0736) 345444

SURAT IZIN PENELITIAN

Nomor : 421.3/ 195 /V.Dikbud

Yang bertanda tangan dibawah ini Kepala Dinas Pendidikan dan Kebudayaan Kota Bengkulu,
Memperhatikan :

1. Surat : Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bengkulu Kementerian Pendidikan dan Kebudayaan
Nomor: 1711/UN30.7/PL/2014 tanggal 07 April 2014.
2. Surat Izin Penelitian : Ami Pradana
3. Judul Skripsi : "A study of teacher's verbal interactional feedback strategy in
teaching english at SMA N 5 Kota Bengkulu in 2013/2014 academic
year".

Dengan ini menyatakan dapat memberi izin mengadakan penelitian kepada :

1. Nama : Ami Pradana
2. NPM : A1B010023
3. Program Studi : Pendidikan Bahasa Inggris

Dengan ketentuan sebagai berikut :

1. a. Tempat penelitian SMA Negeri 5 Kota Bengkulu
b. Waktu penelitian 21 April s.d 17 Mei 2014
2. Penelitian tersebut khusus terbatas untuk kepentingan studi ilmiah;
3. Tidak diperbolehkan dipublikasikan sebelum mendapat izin tertulis dari Kepala Dinas
Pendidikan dan Kebudayaan Kota Bengkulu;
4. Harus melapor kepada Kepala Sekolah sebelum melaksanakan penelitian;
5. Menyampaikan laporan hasil penelitian tersebut kepada Kepala Dinas Pendidikan dan
Kebudayaan Kota Bengkulu dan Kepala SMA Negeri 5 Kota Bengkulu.

Demikian surat izin penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Bengkulu, 21 April 2014

a.n. Kepala Dinas Pendidikan dan Kebudayaan
Kota Bengkulu
Kabid Dikmen,



Dra. Rosmayetti, MM

Pembina Tk.I/ NIP. 196306051990032003

Tembusan Yth:

1. Walikota Bengkulu
2. Dekan FKIP Universitas Bengkulu
3. Kepala SMA Negeri 5 Kota Bengkulu

APPENDIXES 6



**PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 5 KOTA BENGKULU
TERAKREDITASI "A"**

Jl. Cendana No.20 Kec.Ratu Samban Tlp. (0736) 21433 – Fax (0736) 346952 Sawah Lebar Kode Pos 38227
Email: info@sman5bengkulu.sch.id – Website: http://www.sman5bengkulu.sch.id



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 074 / 242 /SMAN.5/2014

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 5 Kota Bengkulu, menerangkan bahwa :

Nama : **AMI PRADANA**
NPM : **A1B010023**
Program Studi : **Pendidikan Bahasa Inggris**

telah selesai melaksanakan penelitian di SMA Negeri 5 Kota Bengkulu dengan judul penelitian : **"A study of teacher's verbal interactional feedback strategy in teaching english at SMA N 5 Kota Bengkulu in 2013/2014 academic year"**.

Penelitian dilaksanakan berdasarkan surat dari Dinas Pendidikan dan Kebudayaan Kota Bengkulu, Nomor : 421.3/145/V.Dikbud, tertanggal 21 April 2014. Adapun penelitian dilaksanakan mulai tanggal 21 April s/d 17 Mei 2014.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Bengkulu, 10 Mei 2014
Kepala Sekolah

Dra. DARMAWATI, M.Pd
NIP. 19581028 1984032.005

Tembusan :

1. Kasubdin Dikmen Dinas Dikbud Kota Bengkulu
2. Yang bersangkutan
3. Arsip

APPENDIXES 7



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BENGKULU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jln. WR. Supratman, Kandang Limun Bengkulu 38371 A
Telp./Faksimile (0736) 21186
Laman: www.fkip.unib.ac.id email: dekanat.fkip@unib.ac.id

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : Ani Pradana

NPM : A13010023

Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

A Study of Teachers' Verbal Interactional Feedback Strategy in Teaching English at SMPN 5 Kota Bengkulu in 2013/2014 Academic Year.

adalah benar karya saya sendiri, bebas dari plagiat atau penyontekan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi,

Drs. Syafrizal, M.A.
NIP 19570603 198803 1 006

Bengkulu,
Hormat saya,

Ani Pradana